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ABSTRACT

This report provides an overview of early journals related to kindergarten. The following are the sections and topics included: (1) descriptions of journals including purpose, content, special characteristics, and analysis of interpretation of Froebelian theory; (2) discussion of influence of early kindergarten journal literature in the growth and development of kindergarten programs in the United States; and (3) current issues in early childhood education, with special emphasis on kindergarten education, including spiritual dimensions of curriculum, integration of theory and practice in teacher education, parents as teachers, and early childhood education programs as a business. The following 16 early kindergarten journals are discussed: (1) "Kindergarten Messenger"; (2) "The New Education"; (3) "The Kindergarten Messenger and The New Education"; (4) "The Kindergarten for Parents and Teachers"; (5) "The Kindergarten Magazine"; (6) "The Kindergarten Magazine: Journal of the New Education"; (7) "The Kindergarten Magazine and Pedagogical Digest"; (8) "Kindergarten-Primary Magazine"; (9) "Kindergarten Drawing School Monthly"; (10) "Kindergarten: A Monthly Paper Devoted to the Advancement of the New Education"; (11) "Kindergarten News"; (12) "Kindergarten Review"; (13) "The Kindergarten and First Grade: A Magazine of Practical Help and Suggestions for Teachers of Kindergarten and First Primary Grade"; (14) "Kindergarten and First Grade Magazine"; (15) "American Childhood"; and (16) "Childhood Education." (BBC)

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Early Kindergarten Periodicals in the United States (1850-1930)

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Running Head: Early Kindergarten Periodicals

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The kindergarten movement in the United States has been a subject of interest for many scholars in the field of early childhood education (Committe of Nineteen, 1924; Osborn, 1991; Ross, 1976; Shapiro, 1983; Snyder, 1972; Weber, 1969; Vandewalker, 1908; Wortham, 1992). Researchers have consulted early kindergarten publications as sources for their studies of the growth in the kindergarten programs and some of the kindergarten periodicals have been briefly described in this literature. The purpose of this paper is to provide readers with an overview of the early journals specifically related to the kindergarten. The first section of this paper will be a description of each journal including (a) the purpose of the publication, (b) a brief description of the content of the articles printed, (c) special characteristics of the material, and (d) an analysis of the interpretation of Froebelian theory, philosphy and methods as reflected in the contents of the volumes. The second section of this paper will present a discussion of the influence of the early kindergarten periodical literature in the growth and development of kindergarten programs in the United States. The final section of this paper will contain some reflections of the author about the current issues related to the education of young children with special reference to kindergarten education.

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Description of Early Kindergarten Periodicals

An initial survey of early periodicals devoted specifically to kindergarten between 1850 and 1930 resulted in sixteen journal titles: *Kindergarten Messenger, The New Education, The Kindergarten Messenger and The New Education, The Kindergarten for Parents and Teachers, The Kindergarten Magazine for Parents and Teachers, The*

Kindergarten Magazine: Journal of the New Education, The Kindergarten Magazine and Pedagogical Digest, Kindergarten-Primary Magazine, Kindergarten Drawing School Monthly, Kindergarten: A Monthly Paper Devoted to the Advancement of the New Education, Kindergarten News, Kindergarten Review, The Kindergarten and First Grade: A Magazine of Practical Help and Suggestion for Teachers of Kindergarten and First Primary Grade, Kindergarten and First Grade Magazine, American Childhood, Childhood Education. Each of the journal revealed connections between some of the aforementioned titles (See figure 1). Although changes occurred in titles, editors and publishers, the "voice" of the periodicals remained quite consistent throughout the years.

Kindergarten Messenger. The *Kindergarten Messenger* was the first magazine published in the United States devoted exclusively to the kindergarten. Edited and published by Elizabeth Palmer Peabody, this journal was available from 1873 to 1875.

> An important step in the advancement of the kindergarten was taken in 1873, when Miss Peabody established *The Kindergarten Messenger*, a monthly magazine of twenty-four octavo pages. This was especially needed at this time, as it acquainted the scattered workers with each other, and afforded a means of communication between them. In addition to reports from leading workers, correspondence, and general educational intelligence, it contained original articles, theoretical and practical, by leading kindergarteners. The translation of "Reminiscences of Froebel," "Education by Labor," and other books appeared first in its pages. It gives a vivid picture of kindergarten conditions during this introductory period, and the personality of the gifted editor is felt in every page. It is a veritable mine of data for the future historian of the movement (Vandewalker, 1908, p. 31).

In 1876 the *Kindergarten Messenger* appeared as a department in the *New England Journal of Education*, but this arrangement was unacceptable to the purist ideals of Miss Peabody

and in 1877 she began *The Kindergarten Messenger - New Series* (See Ross, 1976, p. 9-10). Miss Peabody refers to the reason for beginning the New Series:

> I find that, in justice to a sacred cause, I must withdraw my Kindergarten Messenger from the "New England Journal of Education;" because the editor of the latter not only advertises, but recommends editorially, - without allowing me the liberty of protest and discriminations in the columns under my own editorial responsibility, - a pretension of Kindergarten training which takes the meaning out of the expressive word by which Froebel defined the method of his reform. I will resume my little monthly, whose original "reason for being" was to describe and explain the moral and intellectual culture that should precede object teaching and book study, and make these thereafter ministrant, instead of hindering, to a harmonius development of normal growth (Peabody, 1877, vol. 1, nos 1,2, p. 1).

The purpose of the "little monthly" was to increase public awareness of the value of the kindergarten and to disseminate truly Froebelian principles of education as distinctive from the imposters and charlatans and those that would only have a superficial understanding of Froebelian ideals.

"All the receivers of Froebel's doctrine of childhood, and methods of earliest development, feel the importance of an independent organ, unhampered by pecuniary interests, or any interest except the advancement of the new truth. The pages of the Messenger will be open to free discussion of Froebel's principles, by all persons who have sufficient confidence in their own views and statements to sign their articles with their own names, and sufficient respect for the editor's mind and motives to accept courteous comments courteously. All personalities, in the invidious sense, are to be avoided; though persons must be mentioned sometimes, in order to keep the distinction clear between accredited teachers and those who mislead. A certain doctrine and method of child-culture

has been defined by Froebel as Kindergarten, in order to distinguish it from other methods and doctrines of child-culture, with which however, it must necessarily have something in common; because the mother's and children's pure instincts, more or less respected, have always existed. But it is our purpose to speak of what is distinctive of Froebel's doctrines and methods as Kindergarten art and science. It is an open question whether infant and primary schools, using Froebel's gifts and materials of occupation in a loose mechanical way, are worth having, in the absence of trained kindergarteners who use them in Froebel's way; but it is not an open discussion whether such schools are Kindergartens (Peabody, 1877, p. 1-2).

Peabody's writings have been synthesized by Ross (1976):

> "...she dwelt upon such Froebelian concepts as the innocence of children and spirit of God in them; religious nurture rather than religious dogma; the sinfulness of breaking a child's will; respect for the child as an individual; the evaluation of children as they were in the kindergarten, not as they might be when grown up; cultivating children rather than drilling them, regarding the latter procedure as appropriate only to "insensate stone;" and about the natural wildness of children during certain games and the importance of keeping the application of adult restrain within "reasonable limits" (p. 8).

The New Series is grounded in Froebelian principles as interpreted by Peabody. In the pages of the Messenger, Peabody refers to the importance of adhering to Froebelian truths and was critical of movements to "improve upon" or "Americanize" Froebel's work. "The ground taken by the Kindergarten Messenger is, that Froebel's own works and those of his appointed interpreters, are the ultimate standards" (1877, vol. 1, nos. 1,2, p. 2). She warned of possible dangers as the idea of the kindergarten became popularized.

The recent engrafting of Froebel's kindergarten on the public school system of St.

> Louis is creating a demand - rapidly increasing in the whole country - for kindergartners; which, if it is not met with by a supply of those thoroughly educated in the system, will call out mere mechanical imitators, who will defeat the whole purpose of Froebel for decades (Peabody, 1877, vol. 1 nos. 1,2, p. 31).

Peabody was devoted to spreading the ideals of the kindergarten as conceived by Froebel. For her, the work of the kindergarten must be taken up as a religion and she cautioned about making the kindergarten into a business:

We use the word gospel in reference to Froebel's mode of education, because this mode is nothing less than to live with children from the beginning; seeking for them and ourselves the secret of life, the law of action. The kindergartener is the first minister of the gospel life, after the mother; and it is as much, if not more a blasphemy and sacrifice for a kindergartner to allow the question of getting a living in the material world to determine her activity in a Kindergarten as for a preacher to do so in a pulpit.

"We have as much right, and it is as much a human duty, to preserve the work of educating children from charlantry and the spirit of worldly business, as it is conceded to be to preserve pulpit service from this sacrilege. To become a preacher of the gospel of life to the grown-up as a mere business, is conceded to be a sacrilege and a blasphemy. Not less so, certainly, can it be to administer this gospel to children, who are more dependent on the kindergartener than "the solemn assembly" of the grown-up can be on the minister; for children must be guided by human providence away from the forbidden, until their own understanding is developed...This communion between the grown-up and child, this living

with our children, which Froebel makes the principle of education, cannot exist at all except as a religion (1877, vol.1, nos. 3,4, p. 95).

"The editor of the Kindergarten Messenger begs that its readers will take the idea which is expressed by discriminating the holy work of education from the business of getting a living" (Peabody, 1877, vol.1, nos. 3,4, p. 96).

Peabody's devotion to the ideals of Froebel education in their "pure" form is an overwhelming characteristic of the Messenger. Much of the content centers on the moral and spiritual aspects of the Froebelian kindergarten; a depth of understanding of Froebel's ideal of **living with** the children is also a special characteristic of this early kindergarten periodical. Froebelian principles relating to the value of play in learning and the notion of creative self-activity are referred to throughout the New Series. The essence of child-centered active learning is emphasized over procedures for gift and occupation work. She did not advocate a regimented overly directed use of the materials but rather the spirit of living with children and the underlying meanings of living and playing together. In one article, she referred to the need for the teacher to be a thinker as well as she implemented the truly Froebelian kindergarten.

The *Kindergarten Messenger* was to be the organ of the American Froebel Society. One thousand subscribers were necessary to keep the journal financially solvent, however, as the subscribers were not forthcoming, Peabody's Messenger joined The New Education edited by W.N. Hailmann in 1878.

The New Education. *The New Education*, edited by W.N. Hailmann, was first

published in 1877. Dorothy Hewes (1990) notes that "from 1877 until the financial depression of 1893, they [Eudora and William Hailmann] coedited an influential journal, The New Education" (p. 5 of Dorothy's paper titled The Egalitarian Marriages). The purpose of *The New Education* was stated in Series I, No. 1, January 1877. The salutatory included the following quotes:

Only activity gives and preserves serenity and happiness. J.P. Richter

All that we are and have, must grow into action. Goethe

How to live - is the essential question for us; - how to use all our faculties to the greatest advantage of ourselves and toers, how to live completely. Herbert Spencer

May you give bread to men; but my aim shall be, to give men to themselves. Froebel

"To realize these and similar teachings of great and good men, is the end and aim of the new education. Know is the watchword of the old school; do, the watchword of the new...Froebel and Herbert Spencer are the principal exponents of the new education; the kindergarten, Froebel's great gift to man, is the most decisive practical step towards a realization of its requirement. To aid in the propagation of the views of Froebel and Spencer on education, to render, mroe particularly, the former better understood, to contribute in spreading the blessings of the kindergarten in its genuine form, and to make war upon all efforts for establishing spurious systems under the cover of the honored name, - is the purpose of The New Education.

The Kindergarten Messenger and The New Education.

Hailmann and Peabody both were concerned with disseminating an accurate interpretation of Froebelian principles. Although Hailmann had a broader view of the literature on educational philosophy and theory than Peabody. Hailmann possessed a depth of knowledge of the educational reformers such as Rousseau, Comenius, Pestalozzi, and Froebel. Peabody respected Professor Hailmann very much and when she became unable to continue her Kindergarten Messenger, she wrote to Hailmann suggesting that the Messenger be united with The New Education; this was done and the first issue appeared in January 1878.

"The subjoined letter of Miss Peabody will explain to our readers the delay of the January number, as well as the change of title, greeting them at the head of our publication this month.

December 10, 1877

Dear Mr. Hailmann:

Every time your "New Education" has come to me, I have wished to copy out its contenst into my "Kindergarten Messenger", especially all your letters to mothers, and observing, that your late numbers of eight quarto pages equal mine of sixteen octavo pages and cost less, I think it will be best for us to unite our subscription lists and, perhaps, our titles, and see if the cheaper periodical will not get a wider circulation, which is the thing we desire to have, - because we **both**, I believe, think that the spread of the kindergarten is the spread of humanity's highest interests.

I am now getting old, and my ten years of propaganda, five years having been given to the Kindergarten Messenger, at my own cost, and without being able to afford myself any assistance in the mechanical drudgery, has exhausted me, and I think, if I give up editorial responsibility and send contributions to you only when I naturally overflow, what I write will be of more worth. I would not give up, even though I have not got the thousand subscribers, without which I did not promise to go on even through the year, was I not entirely satisfied that you are as sound in the doctrine of Froebel as myself, with intellectual insight more profound, and superior executive ability, and that you will never compromise the truth through fear or favor or for mere **business success**.

I will send you a list of all my paying subscribers and add thereto the names of some who drop the Messenger nest year, because they can not pay $1.00 - for I think they may be able to pay 50 cents; and I wish you to send a copy of your January number to every one of them, both in America and in Europe.

In accepting the honorable proposition of Miss Peabody, we are fully aware of the responsibility we assume, and of the inner and outer difficulties that will follow and meet us in our path. Yet we hope and trust that our earnest endeavors to see clearly and to act justly, will soften whatever subjective difficulties may beset us, so that the friends of the cause we represent may feel justified in honoring and upholding us as a true and efficient worker in its interest; we hope and trust that we may succeed, with the aid of these friends, in helpfing to place the aims and means, the bearings and requisites of the **new education**

in an ever clearer, brighter light, so that its advocates may grow in number and enthusiasm, gaining ever new acceions from the ranks of the lukewarm, and even of those who-from insufficient insight or misconception-are counted among its enemies.

As the organ of the American Froebel Union, our journal will exert itself to promote the interests and to advance the aims of this association, "to protect Froebel's idea and method from deterioration" by spreading these in their true, **growing** form, by inducing parents and teachers, the authorities and the people to listen to this doctrine, to put his teachings into practice, to become his followers in spirit and in deed, by enabling them to distinguish the true from the false, the essence from the semblance in their own educational work and in that of others.

As the successor of the Kindergarten Messenger, it will aim to continue the work, so nobly begun and so generously carried on by Miss Peabody, of giving advice and encouragement, faith and support to the brave men and women who have undertaken an arduous pioneer-work in the establishment of kindergartens and mothers' classes throughout the land; of keeping a full account of the progress of the work, here and abroad. Without fear or favor, it will praise what seems praiseworthy, and struggle against error and quackery to the extent of its power and ability.

As the New Education, it will keep on, in the even tenor of its way, seeking the laws that guide the growth and development of childhood; expounding the principles that should underlie an education, obedient to these laws; suggesting - and discussing- methods and means to mothers, kindergartners, and teachers who would follow these principles; urgin the

abandonment of all those medieval cruelties, egotistical insufficiencies, and ignorant fashion-fawnings in home and school, that hinder growth and prevent development; attempting to find and to reveal the all-sided unity at which home, kindergarten, and school should aim alike - consciously, continuously, unremittingly.

Need we say; that we approach our work with due appreciation of its difficulties, and of our own weakness, hoping, rather than expecting success? We urgently invite, therefore, all who hear the calling to aid us; thoughtful, earnest mothers, entrusted with the glorious and delicate task of nursing and fostering the tender germs of humanity in their seedling time, to make our journal a living repository of their trials and triumphs; thoughtful, earnest kindergartners, to use it as a medium for making others partners in their successes, for shielding others against their failures; thoughtful, earnest teachers - we use the term in its widest sense -, to supplement our own short-comings with their superior wisdom and experience" (from vol.1 Second Series, No. 1, January 1878, Kindergarten Messenger and The New Education, p. 4)

Hailmann continued to champion the authenticity of the Froebelian kindergarten. In Series 2, No. 6, Whole No. 18, p. 4, he writes:

"We are aware that some persons hold the opinion that Froebel's teachings compose a sort of mysteries, intended for a chosen few. There is no greater slander on the simple truths taught by the Discoverer of Childhood than this charge of their exclusiveness. It may be and it is difficult to apply his principles in practice, because of the darkness that still surrounds and pervades us in the shape of inherited prejudices and inveterate evil habits;

but we hold that every person of ordinary intelligence and ordinary warmth of heart can see their light and feel their beauty; we hold that it is the duty of eveyr kindergartner to aid in diffusing their light and in raising up intelligent and earnest advocates for kindergarten culture, wherever men and women can be found willing to hear and to see.

"While on the whole we were pleased with the character of the work....see My Notes: A p. 21).....

"This American Kindergarten raises its head mostly in the shape of strict pedantic rules concerning the order of exercises and order in the exercises; in the shape of excessive catechizing, the teacher being invariably the questioner and the child the giver of answers; in instruction on subjects that do not and can not interest the chidl; in a nauseating persistence in schoolish object-lessons on the gifts or other things; in forced attention to progress in the occupations ect. regardless of the child's want in the despotic "you must", when the child "does not wish to" and when his submission to the kindergartner's will does no real good to anybody; in tedious moralizing, making the chid a criminal, when he is only ignorant, in religious exercise copied fromthe devotions in him and to pump into him what he cannot hold; in attempts to make all children do the same things in the same ways, regardless of individual tendencey and fitness; in a chillingly patronizing pushing aside of the child, when his exuberant affection becomes troublesome; and in other evil practices borrowed from a school that has not yet opened to the flood of light love and life streaming from Froebel's teachings"....more good stuff on p. 21

Hailmann warned against two enemies of success in kindergarten work: "the demons

of pedantry and routine - twins of iniquity, born of indolence and ignorance - which so often bring the highest anticipations, the fondest hopes of trainers to grief" (May 1879, III Series, No. 5, Whole No. 29, p. 4).

In the June issue 1879, (Series 3 No. 6 p. 4), Hailmann expresses sympathy and outrage at the sentimental little poems that kindergartners are sending him (See My Notes A p. 23)

Hailmann believed the gifts were serious as seen in an article in Series III, No. 10, October 1879, p. 4: "This is the soul of Froebel's gifts: Unity in Universality and Universality in Unity- One in All, and All in One. Take them where you may, and they comprise the world of the child, reducing it to simplest elements, and opening, at the same time, countless avanues in all directions to wider higher thought to wider higher influence.... Froebel's gifts were not trivial playthings to Hailmann!

The Kindergarten. The first volume of *The Kindergarten for Parents and Teachers* appeared in May, 1888. Edited by Cora L. Stockham and Andrea Hofer and published by Kindergarten Publishing Co. of Chicago, was a very influential magazine for kindergartners. Changes in the title and editorship occurred throughout the years until it ceased publication in 1933. Elizabeth D. Ross (1976) states:

> The Kindergarten which began publication in 1888 and ceased in 1933, probably had the widest circulation of any of the kindergarten periodicals. Its pages recorded and discussed events significant to the growth of the kindergarten movement. These articles, however, were by and large written by insiders to an audience of insiders"

(p. 112).

The purpose of *The Kindergarten Magazine* was to contribute to the advancement of the kindergarten in the U.S. by disseminating the most current thoughtful ideas about the work of the kindergarten. The magazine was committed to kindergarten in the home as well as at school, and eminent writers and authorities were regular contributors. In addition to theoretical essays and translations of important Froebelian literature, the magazine would present suggestions for practical work with young children with detailed descriptions and drawings depicting the gifts and how they might be used. The purpose of the magazine was clearly delineated on the back of the cover. There it was noted that the magazine would be an invaluable resource for kindergartners, primary teachers, mothers and fathers. The terms for a one year subscription was $2.00.

A review of the contents of this magazine from 1888-1891 reveals that the purpose of the magazine had been realized. There are regular contributions by eminent kindergarten authorities including W.N. Hailmann, E. P. Peabody, and Alice Putnam on Froebelian theory. Practical pieces were published by "new" kindergartners such as Patty Smith Hill and Anna Bryan.

The most striking characteristic of this magazine is the substantive and integrative approach to theory and practice. Translations of Froebelian writings by Lucy Wheelock appear regularly in volumes 2 and 3. Regular contributions related to Froebelian teachings appeared written by the Baroness Von Marenholtz-Bulow. Suggestions for practical work in the Sunday School were regular columns written by Anna Bryan. Patty Smith Hill's

articles on practical application of Froebelian principles were presented not merely as recipes or lessons, but as suggestions for kindergartners. A special music department contained essays in which the integration of theory and practice is evident. A special column for parents as teachers appeared in these early volumes as well and the presentation was not merely directions for use of the gifts but an explanation of the underlying principles were woven throughout the explanation. In all of the practical work sections there were references to observing the child and his or her interests as opposed to a didactic approach in the use of the gifts.

A number of advertisements appear in these volumes. Mrs. Hailmann's training school was prominent among the training schools mentioned.

A review of the volumes of *The Kindergarten* shows a consistency in the substantive intellectual interpretation of Froebelian theory, philosophy and methods. The articles are "truly" Froebelian with the abundance of thoughtful essays by knowledgeable writers and practical pieces that are contain a reflective stance or spontaneity of method that derives from a depth of understanding of theoretical underpinnings. In this sense, then the magazine was in keeping with the ideals of the true Froebelian kindergarten work as exemplified in Hailmann and Peabody's work. In volume 1, no.2, p. 58, the editors note in reference to Peabody who was quite ederly at the time: "She gave a cordial "God-speed" to *The Kindergarten*, which she had adopted into her heart as successor to *The Kindergarten Messenger*.

In vol. 3, no.1 p. 47 Cora L. Stockham, in a letter to the magazine's readers, revealed

that:

"The coming year articles on the theory of Kindergarten, as taught by Froebel, will be prepared by writers eminent in the work: Baroness Von Marenholtz-Bulow, Mrs. A.H. Putnam, Prof. W.N. Hailmann, Constance McKenzie, the Misses Emily and Frances Lord, and others. We expect to make a special feature of practical work, endeavoring to demonstrate this beautiful theory of child development in lessons which may be used with the children".

Kindergarten Magazine. In 1892, *The Kindergarten* was changed to *Kindergarten Magazine*. "The September issue opens volume IV of The Kindergarten Magazine. The word "magazine" has been added since some confusion had arisen, the name of the publication often having been mistaken for the general term "the Kindergarten". (vol. 4, no. 1, p. 5[illegible], editorial notes). Regular contributors listed for volume 4 included all those of the earlier volumes and the following additions: Francis W. Parker, Patty Smith Hill, Emilie Poulsson, Anna Bryan, Lucy Wheelock, Constance McKenzie.

The magazine continued to reflect the earlier volumes until in September 1892 (vol. 5, no. 1). Andrea and Amalie Hofer became the new editors and the following associates were listed: Eva Whitmore, Thomas Charles, Lucretia Willard Treat, Irwin Shepard. A new cover page was introduced: "Our cover page will commend itself to every thinking reader. It presents a face with less of Kindergarten sentiment but more of a Kindergarten professionalism and must command for the great reform the respect of all progressive educators" (vo. 5, no. 1, p. 61, editorial notes).

The contents of the volumes 5-12 include articles by conservative and conservative-liberal interpreters of Froebelian thought:

Conservative = Susan Blow (many articles and study questions by her for her book, Mother-Play Book (see vol. 11, 1898-1899) p. 53, 111, 185, 330, 403, 454, 537, 610, 661...

Other conservatives included Maria Kraus-Boelte

Although articles and news appear by other more liberal Kindergartners such as Jenny Merrill, and Mary Boomer Page, Nina Vandewalker, and P.S. Hill reappears in vol. 12, it seems as if the magazine is true to Froebelian philosophy and theory.

In Vol. 10 no. 1 Sept. 1897 the lead article was by Jenny B. Merrill titled "Methods of Child Study in the Kindergarten".

Mary Boomer Page's article appears in vol. 8 no. 7 March 1896, p. 506-510, titled "The Basis of the Kindergarten Program": p. 506 "During the past year the Kindergarten Magazine has presented to its readers many valuable papers upon kindergarten plans and programs. I have been greatly interested in them, expecially those which appeared in the January and February (1896) issues of the magazine. With increased insight into the depth of Froebel's teachings, we discover anew each day the universality of the principles he enunciated. Have we fully recognized their relationship to life under all conditions?

"Life is a statement; a statement of truth. Everyone's life published what he believes. The kindergartner believes every individual is a spiritual being. "In Him we live and move and have our being." The work of every teacher, every member of the social

organism, is to help every other one to a conscious realization of this truth - that to live is not to get gain for self or others, but to bring about the reign of righteousness for all, that all shall consciously "walk with God"; to bring to the "collective consciousness of men that *humanity* is the abode of God - *humanity* the living temple of the divine presence - *humanity* the abode of God's soul. The social order of the world has its perfecct symbol in the parable of the vine and branches. As the branches cannot bear fruit except through vital union with the vine, no more can men, except through vital union with Christ, their loving head; as the branches cannot bear fruit as fragments, no more can men be righteous an d just as individuals".

"The spiritual being needs for life itself spiritual food. "As a man thineth, so is he." We grow into the image of that which we contemplate, so it we hold ever in mind the spiritual truth, which is the center (the point of radiation), the center and circumference must become one. Universal truths or principles are those which govern, control, operate. The reign of righteousness will ony be brought about by lving in harmony withthese principles which govern the world; in giving conscious allegiance to those truths which are the ideals of all.

"We, as educators, recognizing these fundamental principles, must plan our daily work so that each individual will be given opportunity to realize himself, life and its relationships. We dare not offer him less than that for whic his soul hunger, or is his rightful inheritance.

"As teachers we do not in this day of enlightenment need to plead for the use of a

written program. Its advantages to teachers and children are too manifold to be chronicled; but let us keep ever in view the fact , that to her who earnestly studies her children andtheir needs, and definitely formulates her plan of procedure to meet those needs, will be given the power of creative isight, intelligence, and skill.

"In order to formulate it she must have a clear, simple, definite grasp of the truth, and will not be led by blind instinct. She will be free andresourceful, and instead of dwelling upon the details or externals of her work, will see the "inner connection" and relationship in tis various applications. Life is principle, truth; our work is to demonstrate it.

"Our first step in planning for our program is to study the children as individuals a d members of a social group; to learn their environment, capacities, intersts, etc.; then haveing discovered what seems to be their most universal need, what general truths most inclsive will be of the greatest benefit, wemust decise upon what channel , what subject, will be the bst avenue of approach.

...."He discovers the "unity in diversity", the oneness of all things; that the law of the individual is the law of the group, the kindergarten, the community, the world at large; that true education , or life, is correlation.

"If we will but study Froebel's Mother Play Book carefully, we will discover that the typcial expriences it presents to childhood are according to the capacity of the child and that each and every play is animated and controlled by universal principles." [She goes on to praise the work of Susan Blow....]

Within the contents of the Kindergarten Magazine (1892-1905) there is a broad range of opinons reflected with some degree of creative insight that was born of knowledge of Froebelian theory and experiences in the practical work of the kindergarten.

An article titled "The Whole Child" by Josephine Carson Locke (vol. 6 no. 2, Oct. 1893) emphasizes the soul and spirit of the child:

"Froebel reasoned: The child is a spiritual being; that "God created man in his own image, therefore man should create and bring forth like God". God - pure Spirit - is activity in perfect repose. Childhood is a condition of unconscious, undirected activity in restlessness. Man is in a condition of inverted - therefore perverted- activity; hence his rebellious discontent.

"True education should mean leading man back to God, to harmony and his highest self, through the right exercise of his activities. Activity was to Froebel so much God energy, so much God power, to be lovingly guarded and gently encouraged. Now the creative activity and the play impulse are one. He tells us that"Jesus,in his life and teacigns, constantly opposed the imitation of external perfection. Only spiritual striving, living perfection, deathless aspiration is to be held fast to as an ideal." External activity is not to be sought for its own sake, but for the mental activity that it promotes; but this is law, that the younger or more rudimentary the begin, the more it depends on external activity for the awakening of its internal thought power" p. 109

In volume 5, no. 8, April 1893, p. 597-598 the following editorial comment appeared: "Know the principle, and then adjust the child to it. Traditional methods, even though they be called Kindergarten will never make creative noble workers of each and every aspirant. Knowing the principle and making your own methods will....The *Kindergarten Magazine* does not aspire to take the place of the professional normal training school. It aims to bring fresh, suggestive and encouraging thoughts, such as every Kindergartner pours forth each day in her work".

In this statement, it appears the editors have made a slight change in the magazine's purpose as stated in vol. 1. no. 1: "All Kindergartners will appreciate the helpful and inspiring words of experienced teachers, while to those who are new to the work, or are deprived of the advantage of competent training; the magazine will be invaluable....Each number will contain an outline for a week's lessons explaining the use of Kindergarten gifts, occupations, games and songs. These will be illustrated and described so accurately that any inexperienced mother or teacher can follow the program understandingly". Here we see the beginnings of the new editors' desire to make the magazine more of a thoughtful professional journal and perhaps they had already begun to think about developing the supplement *Child Garden* where the more practical helps would be contained so as to provide more space for the technical and professional work.

A special characteristic of this magazine under the leadership of its new editors is a continued reflective stance and the idea that the kindergartner is not finished learning and growing simply upon graduating from a training school. In addition, in reaction to the

rumblings of dissention among the Kindergartners, the editors respond with the following and it is noted that they assert the importance of the Froebelian principles:

Vol. 4 no. 5, p. 304, Editorial Notes, Jan. 1892: "In the sweeping progress of the new education, many strong and keen training schools are being developed, and some of these have already reached the dignity of years and reputation. While these various centers are seeking to widen their circumference of influence, and while each has and must maintain its own peculiar identity, it would be well for all to be striving for a common standard of both Froebelian work and Froebelian interpretation. The graduates of each of these schools should be true and loyal to their instruction, and at the same time have charity and reference for the efforts of all other equally earnest and honest teaching. Let their following be based upon principle rather than upon some less essential plan of the view advanced by their respective leaders, and they will not fall into the mistake of misjudging those who differ from them.

"Froebelian principle is nigh unto Christ's own testament, and there should be no factions or opposing sentiment. Being build on Truth its followers need but be truthful and they will find themselves all on the same basis of work. The differing schools represent the various standpoints of Froebelian doctrine and not opposing forces, but sisters of the same parent thought.

"The custom is growing for stranger-Kindergartners when meeting to inqure of each other, "Where did you take your training?" At once each is ranked in the mind of her questioner according to this one's opinion of the school named. Now, a Kindergarten

training teacher is not responsible for the entire subsequent career of her pupil teachers, for their *training* was in fact only their initiatory step. If they have added experience, have improved their opportunities, have studied in Froebel himself, and learned their daily lessons of the children, how to become as a little child, each will have become the strong, clear-sighted, true-minded, individual Kindergartner it is her ideal to be. It should be, not so much, where wer you trained, nor eve, what have you already done, as *What are you doing?* Being able to criticise all the Kindergartners in the world, - and their number is great, - will never make a Kindergartner of any one. But manifesting the same loving kindness to those older-grown children who have entered our high calling, as to the babes in our charge, *will make* not only Froebelian, but Christian educators of each one".

Kindergarten Magazine and Pedagogical Digest. By 1902, the Froebelians were outdated (Hewes, 1990). The Child Study Movement had gained prominence and perhaps the subscription list had shortened or perhaps the financial difficulties of the time necessitated a merger, but in any event the Kindergarten Magazine did become the Kindergarten Magazine and Pedagogical Digest the editorship was transferred to E. Lyell Earle, Ph.D. and was published by the Kindergarten Magazine Co. in New York. In vol. 19 no. 1 the follwoing appeared:

"Altho the editorial desk of The Kindergarten Magazine has been removed from Chicago to New York, and altho the audience to be addressed is a more inclusive one, it is in the main the same, and the editors send a cordial greeting to the circl with whom for so many years have been maintained such happy relations. ...."

Also in vol. 19 no. 1 on pages 54-56 are printed responses to the editors request of inquiry to teacher trainers to let them know what they'd like to see appear in the pages of the magazine. One letter from Lucy Wheelock:

"To the Editor of The Kindergarten Magazine and Pedagogical Digest:

Your plans are very interesting, and I wish the Magazine great prosperity. I think the program has been overdone, and I wish we could have no more printed. I should be very unwilling to publish any of mine, as I think every person should have their own. I should liek to see the quesiton of the fundamental difference between the two schools presented in a philosophic way by those able to distinguish between a principle and a method. I should like also to hear the larger aspects of the kindergarten discussed in its

relation to the home and its correlation to the school.

Yours sincerely,

Lucy Wheelock,

Boston

p. 84-85 of vol. 19 no.1 advertises the featured contents of the magazine:

Froebel's place in education - a series of Studies in Froebel, "throws light on an aspect of Froebel's writings never before presented with such orderly clearness. It suggests a causal method of interpreting much of the philosophico-religious symbolism of the great revealer of chlid life".

Also mentioned here is a special feature - "the first in a series of articles on the Kindergarten as an educational force outside the school; -Kindergarten work in the hospitals, the parks, the playgrounds, the settlement, the orphan asylum, the monster apartment house, etc., etc., as seen in al the great cities both here and abroad".

There was also made mention of prizes for high grade work: p. 85 "The Kindergarten Magazine and Pedagogical Digest wants the best programs that have actually been worked out by a training school of a public kindergarten. It will present any school One Hundred Dollars for the best year's program, and fifty dollars for the second best. Judges will be selected from among great educational leaders familiar with kindergarten needs, and not training teachers themselves".

At the end of vol. 19 no. 10 (June 1907) appears on pgs. 688-690 "A Talk with the Subscibers and Friends of the Kindergarten Magzine by the Managing Editor: Retrospect and A Look Forwrd:

p. 689 "The editorial committee of the Kindergarten Magazine and Pedagogical Digest are one in the opinion that there is one set of principles underlying all education, and that there is no essential difference between the kindergarten child and the child in the primary grades. It is convinced, therefore, that education is an organic process from infancy thru life, and that every preceding step can and should be made the basis of every subsequent step in this organic growth.

"It is convinced, moreover, that this close organic relation should exist in a magazine devoted primarily to teachres in the earliest years of the school. It is of opinion that the time for this is not far distant for the teacher in the kindergarten and the teacher of the primary will have the same training, use the same principles and methods and the same material with only such modifications as the change in the child's age and consequent tendency shall demand.

"Hence the magazine has decided for the coming year to continue in a speical manner thses two aspects of educational activity in the kindergarten and primary. Its aim shall be to keep the teacher in this particular portion of the educational field acquainted with theprinciples derived from psychology, philosophy, literature, art, science, etc. , to suggest the application of these principles in the classroom daily, and to indicate materially the helps that will enable the teacher to apply such principles, and to place a proper

emphasis on this organic aspect of the child's mental development. The tendency thruout the country today is to bring these two departments of education into a much closer relation, and the tendency of a great number of sincere-thinking people is as infallible as the native tendency of any organism in rsponding to its proper stimulus.

"This aspect of the magazine shall render it doubly vaulable; valuable to the kindergarten because it will give the kindergartner the same principles and methods for kindergartenuse that is has always given her, and will besides furnish her accurate information as to principles and methods in use in the best primary departments in the country. It will, in that sense, be a kindregarten magazine with all the devotion of the great work that the kindregartenhas accomplished in education.

"To the prmary teacher it shall bring freshness, the activity, the joyous spirit of the kindergarten with those solid principles an dmethods and material that are its legitimate heritage; it shall let the primary teacher know just what the chld had had in the kindergarten andshall suggest how this same material and method, modified to suit a large and varying tendency of the child, can be made the apperceptive basis in the primary work, which in turn is becoming the safe basis of the grammar school and other educational growth that is to follow".

Thus was born the new *Kindergarten-Primary Magazine* which would begin publication in 1907 and cease in 1933.

Kindergarten-Primary Magazine.

Kindergarten News. When it was established in 1890 by the Buffalo Free Kindergarten Association until 1893 vol. 3 no. 7, this was a nice little periodical written by Froebelians interspersed with news of the movement. It was originally edited by Mary J.B. Wylie and Louis H. Allen who were assisted by volunteer editors such as Ada Marean Hughes, Amalie Hofer, Lucy Wheelock, Ada Scott Allen, Anna H. Littel, Constance Mackenzie, Mary E. McDowell, Olive E. Weston, Caroline T. Haven, Ella C. Elder, Louise Pollock, and Josephine Jarvis. Louis H. Allen of Buffalo, New York was the original publisher.

Beginning with vol. 3 no. 7 (and perhaps with no. 6 which was missing from the bound periodicals that I reviewed), *The Kindergarten News* was edited by Henry W. Blake and published by Milton Bradley Co. According to an article published in vol. 7 no.9 May 1897 of the Kindergarten Review p. 423-426, Henry W. Blake was first a literary man, a newspaper and literary man prior to becoming editor of the Kindergarten News. The issues reflect this lack of knowledge on the part of this editor, but as the years progress, his editorial comments show that he had been studying Froebel's life (though I don't think he really understood the principles because he did not have any real experience and his comments are more superficial--). M.J.G. states in her article titled "Henry W. Blake", that "In 1888 he was placed in charge of the publication department of Milton Bradley Co. Here he found the most satisfactory and congenial work of his life and he devoted himself with great energy to the study of kindergarten theory, material and methods. His short experience as a teacher years before now became of use to him and he was thoroughly

interested in all theories of education as related to the kindergarten. He attended educational meetings and made the personal acquaintance of leading kindergartners and educators, studied their needs and endeavored to aid them in every possible way. But his love of journalism was still strong and it was a great pleasure to him, when in 1893 the Kindergarten News was purchased by Milton Bradley and he wa made its editor. His work on this magazine has always been a pleasant task, and his hopes for its future have ever been sanguine.

"For several years he devoted a vast amount of earnest study to the career of Froebel, and his life of the great teacher, which was published as a part of the quarter century edition of "Wiebe's Paradise of Childhood," has been of the greatest value to kindergartners...Since the publication of that work he has continued his research and it was one of his unrealized dreams to visit the home of the great apostle of childhood and carry on further his investigations. He has given several courses of lectures to kindergarten training classes and his work in this line was becoming more and more appreciated. In one of his last course of lectures his subjects were "Suggestions on begining the study of Froebel's life," "How Froebel became a kindergartener," "Why Froebel became a kindergartner." He contended that familiarity with Froebel's life served to explain and illuminate his philosophy and pedagogical writings, and called attention to the fact, that Freobel often referred to his own boyhood in all his educational work..." p. 423-424.

Emilie Poulsson said in this same volume on page 426: "Mr. Blake was essentially a man of simplicity and integrity. Loyalty to his employer and to business interests was a

part of his larger loyalty to honor and right. Tender-hearted and sympathetic, trusting and trustworthy, he was a friend to be valued, - a friend to be missed, - a good man whose memory will linger long in many hearts." Despite that he was a nice man and that he did attempt to familiarize himself with the work of the kindergarten, he did not have the depth of understanding that Hailmann, Peabody, and other Froebelians possessed. The Kindergarten News reflected this lack of depth and differed drastically with the truly Froebelian periodical at the time, *The Kindergarten Magazine*.

After Milton Bradley purchased The News, the content had little to no resemblance of Froebelian underpinnings. Progress of the movement and Personal Mentions took up most of the space in one no. Gradually the contents gave way to lessons, songs, practical help, but little depth of theoretical consideration - Froebelian or otherwise.

There were also differences of purpose between the Froebelian magazine and *The Kindergarten News*. The original purpose of The Kindergarten News was to:

"Its purpose is to spread the Kindergarten Cause, to arouse interest in the New Education and to give the current thought, progress and news of the movement. The "News" advocates the Kindergarten in the home, as a philanthropy and as the foundation of the public school system" (vol. 3. no. 1). There were 5,000 subscribers according to an editorial comment in Jan. 1893 (vol. 3 no. 1, p. 6).

When Henry Blake took over, a notice appeared: (vol. 3 no. 7, 1893, p. 179:

"Contributions and items of news are solicited. Our object is to arouse and give expression to interest in the new education. To make this journal a potent influence in

redeeming and elevating children, we need the help of every one interested in educational reform".

In vol. 3, no. 8 p. 211 Blake's editorial comment suggests that some Froebelians originally connected to the News had complained of the changes in the direction of the publication. The comment makes mention of the editors of The Kindergarten Magazine (Andrea and Amalie Hofer) who must have complained about the deterioration of the "News" after changing hands. Henry Blake responded by saying that:

"...We are, however,particularly obliged to the editors of The Kindergartren Magazine for their graceful reference to the fulfillment of "unwritten pledges" on our part.

"It is our intention that most of the promises of betterment which have already been mentally registerd shall remain unwritten untilthey can speak for themselves. There are limitations connected with editing and publishing The News, asregards its makeup and environment, which hamper us, but which we hope in a little time to see removed.

"We are well aware that some of our readers are likely to be disappointed becaue somuch space is devoted to current happenings in the kindergartenworld; or,in other words, because The News is so much like a newspaper. They would give larger opportunity for the use of aritcles intended to be directly helpful to kindergartners intheir schoolrooms and mothers inthe ursery. We intend to make liberal provisions for these departments at the hands of some of the best weites and most experienced teachers inthe field,but we also feel that the magazine must be a mirror of all the recent events that are supposed to be of interest tomembers of the guild, and in the present stage of the movement to do this

requires considerable room".

The News does contain a lot of information (news) on the movement state by state and many individuals are mentioned as opening a kindergarten or financing a kindergarten.

In vol. 7 no. 1, the publication does contain some articles and looks improved but it is not a substantive journal by any stretch of the imagination. In vol. 7 no. 1, p. 9 there appears an editorial comment:

"The promised improvements in Kindergarten News speak for themselves and it is scarcely necessary for us to call the reader's attention to them. After three years of experience in issuing the magazine, the present publishers hope that they have learned how to provide a periodical that meets the wants of the average kindergartner, primary teacher and mother of little childrn at a moderate price. So far as the cost of the magazine is concerned it will be our aim in the future, as it has in the past, to give more than value received. To this end we invite the hearty cooperation of all our friends. There is scarecely one of the readers of these pages who cannot help make Kindergarten News better if she will only take the trouble to send us a bit of news, or a practical suggestion, or something else pertaining to the kindergarten world in whic she happens to move. Perhaps it is not too much to suggest in this same connection that nearly every reder might also so recommend the news to some friend or neighbor as to secure at least one new subscriber." p. 9-10.

There are many instances in which the reader of the News is struck by the "business" of this publication. There are numerous advertisements throughout the Kindergarten News

(many more than in other kindergarten periodicals reviewed during this time period). Everything from hats to knife sharpeners, to steam launderers to dermatologists to fine furniture to other Journals for women and mothers to chafing dishes, cafes are advertised in addition to kindergarten training schools (including Mrs. Hailmann's, A. Putnam's and Miss Nora Smith's) and kindergarten materials.

Kindergarten Review. In 1897, *Kindergarten News* was re-titled and Emilie and Laura E. Poulsson continued as editors as they had since the no. 9 of vol. 7 (May 1897) after Henry W. Blake's death. In the first volume of the new title (vol. 8 no. 1 (Sept. 1897) the following publisher's note appeared:

p. 53 "With this issue Kindergarten News taes the broader name of Kindergarten Review to indicate its expansion of scope and purpose.

"The new editors, who need no more than a formal introduction from us, are writers of ability and experience, and we believe that the kindergarten world will extend to them a hearty welcome. They will be able to enlist in the service of the magazine the best talent to be found in the kindergarten field, which is every day growing richer in gifted an devoted workers; and also to enroll other desirable educational writers as contributor to the Review.

"We take pleasure in calling attention to the appearance of the magazine. Its pages have been enlarged and their number increased to eighty or more, while a new cover, new type, better paper, better press work, and a more tasteful arrangement of its contents all add their elements of attractiveness".

This editorial comment followed the publisher's note: (p. 53-54)

"It is with many memories of personal friendship that the present editors take the position formerly occupied by Henry W. Blake. We remember his devotion to duty, his kindliness of spirit, his honesty of purpose, his faith in the kindergarten cause and his hopes for this magazine; and it shall be our effort to carry forward the old Kindergarten News under the new name of Kindergarten Review to higher and higher excellence.

"The plans for the coming year are such as will render the magazine as appreciated assistant to the kindergartner, the mother, the primary school teacher, the kindergarten normal teacher and student. The center of interest for all these varied classes of people is the same, - the child and its early education, - so that what concerns one concerns all; yet the special needs of each of these classes of readers will be considered and ministered to in directly practical papers as well as in such philosophical studies as form the true root of the practical.

"Among the features for the ensuing year will be: Original contributions on subjects pertaining to the kindergarten and early education; a series of articles on the kindergarten normal class, from different points of view, and also a series on the connecting or transition class; new versions of the mother play, timely nature obsrevations and suggestions, new songs, stories, etc., etc.; while child study, home training, kindergarten news and other topics of present interest or vital import will receive their due and timely share of attention.

Also on p. 54- 55 of the editorial comments is a suggestion to kindergartners to read Miss Glidden's "New Gifts of the Kindergarten". "We may feel assured that Miss Glidden has investigated her subject thoroughly, has brought to bear upon it a keen and original

mind and an extensive study of Froebel's writings; and therefore, as was said in the beginning, no kindergartner should fail to read studiously her article upon "The New Gifts of the Kindergarten" p. 55.

A few articles in vol. 8 are written by Froebelians Maria Kraus-Boelte, Elizabeth Harrison, Alice H. Putnam, and Susan Blow.

vol. 8 no. 5 (Jan 1898) p. 274-276 , Susan Blow's article titled "A Danger Signal" was published in which she states: "After an absence of several years from the fields of practical Froebelian activity, it was my privilege last winter to visit kindergartens in most of our great cities. Through these visits I became aware of practices which threaten the integrity of Froebel's educational ideal and I wish to hoist a danger signal.

In the editorial comments in vol. 8 no. 9 May 1898 p. 599:

"The Kindergarten Magazine,which is this month celebrating its tenth anniversary, is receiving many congratulations which must give joy and encouragement to its editor and friends. As a worker in the same field, the Kindergarten Review sends congratulations also. With a firm faith in the growth of the kindergarten cause, we believe as firmly that two magazines will disseminate Froebel's principles more effectively, more widely and more rapidly than one could alone; more effectively, for each magazine will naturally be the better because of the existence of the other; more rapidly and widely, because the two magazines will be sufficiently unlike for each to appeal to some readers who would not be reached by the other.

"In the interest in the kindergarten cause, therefore, the Kindergarten Review extends its friendly wishes for a future of increased usefulness to the Kindergarten Magazine. (p. 599-600).

The above statements indicate the cognizance of the editors about the differences in the two publications. Clearly, the Kindergarten Review was aimed at being useful to the *average* kindergartner whereas the Kindergarten Magazine was for the *thoughtful* reader.

Alice Temple's article titled "Plan-making in the Kindergarten" appears in vol. 8 no. 10 (June 1898) in which she mentions John Dewey and the progressive kindergartner who attempted to blend Froebel's philosophy and modern psychology.

The *Kindergarten Review* is similarly presented through the years and the change in editors. When May Murray and Mabel E. Osgood become the editors, there are no editorial comments and the Review continues to provide readers with a potpourri of news. A comparison of the Kindergarten Review and the Kindergarten News reveal a similarity in content and substance although the Kindergarten Review does appear more like a professional journal than a gener... magazine.

The cover sheet of the Review for vol. 23 no. 6 said: Kindergarten Review: Devoted to Educational Literature and Kindergarten News. By 1913 many articles describe experimental kindegarten programs and although some articles appear which mention Froebel (a visit to the Blankenberg kindergarten, Froebel's life), the influence of the child study movement is seen in these pages. Some articles appear that compare Montessori and Froebel methods. Practitioners share their experiences in innovative uses of the gifts plays.

Other special characteristics of the Review include the many articles written by regular teachers in a collegial sharing of ideas or "programs" as they were called. News of the movement were included in the IKU department.

What Hailmann and Peabody rejected and cautioned had come true! As the kindergarten became popularized the pure Froebelian ideals became misinterpreted. Hailmann had been critical of the little verses that some kindergartners had sent him as editor of *The Kindergarten Messenger and the New Education in 1878.* However, by 1897, the Kindergarten News would solicit and publish original little rhymes written by kindergarten normal classes! Although there are a very few articles by Froebelians such as mentioned before and also Lucy Wheelock, the overall flavor of the magazine is "newsy".

In 1916, *The Kindergarten Review* was changed to *The Kindergarten and First Grade.* Edited by May Murray and Mabel E. Osgood, the publication format was changed to a larger size (8.5" x 11"), thinner paper was used and very large type was printed. There are no editorial comments again and although no purpose was stated, a prospectus for 1919-1920 is found in vol. 4 no. 6:

"Kindergarten and First Grade for the coming school year will be rich in helpful articles and practical suggestions". The following titles of articles were listed:

"The Enterprises of Little Children - A series of articles introducing and harmonizing the various activities of children by means of The Parents' Party; The Morning Exercise; The Excursion; Indoor Activities; Gardening; The Free Period.

"Suggestions for Borders Illustrating Fall, Winter, and Spring Activities

"Studies in Art Appreciation - Ten articles suggesting methods of interesting children in famous pictures with which they should be familiar.

"The Music Problem - Results of experimental work with the various musical activities of the kindergarten under the following heads: The problem as a whole; Music toys and the kindergarten orchestra; The piano; Songs and Singing; The Victrola.

"Americanization work of the kindergartner - Articles based on practical experience

"Group Work in the First Grade - A series of articles based upon actual work in a first grade.

"Teaching Foreign Children - Practical articles on teaching little Italian children to read and talk, and to work with their hands.

"The above titles give only a few of the numerous plans for the year. There will be many other single articles, pages of Practical Suggestions, a page of music each month, stories, reports of meetings, all kinds of information, which will keep the kindergartner and first grade teacher in touch with modern thought in education."

The prospectus for 1919-1920 aptly describes the contents of this magazine: stories, songs, finger plays, poems, teacher to teacher advice about practical matters form the core of the contents. In addition, descriptions of the work of teacher trainers and laboratory schools are plentiful with numerous photographs and illustrations.

The magazine's focus with regard to theory and philosophy reflects the child study movement of the day. The role of science and experimentation in the discovery of the appropriate methods to be used in the kindergarten and first grade is evident. In volume

2, excerpts from Frederic and Caroline Frear Burk's (1899) A Study of the Kindergarten Problem was reprinted and was edited and italicized by Patty Smith Hill. Referring to this little book, Nina Vandewalker (1907) said:

"As indicating the most extreme protest against the philosophical interpretation of the kindergarten, the unassuming little book by Frederic Burk, entitled "The Kindergarten Problem", is worthy of notice" p. 172.

Patty Smith Hill wrote in her introduction to the reprints of the Burk's study:

(vol. 2 no. 2, Feb. 1917, p. 46) "*A Study of the Kindergarten Problem* is again offered to the kindergartners of America, not as a pattern of repetition, but to prepare the way for better experiments and records in the future, to be made by those who are ready to approach the kindergarten problem of today from the experimental rather than the traditional point of view".

Vol. 4 no. 1 p. 28 began a series related to whether or not the name "Kindergarten" should be changed. Position statements were printed by Lucy Wheelock (no), Nina Vandewalker (no), and others. Suggested names for replacing the name of Kindergarten were: primary circle, junior primary, home school, play school.

As the New kindergarten was being worked out to adjust to the scientific age of the Measurement Movement and the Child Study Movement, it is interesting to note that in vol. 2 no. 1 p. 5 (Jan. 1917) a brief statement by Mary Holmes was printed "What the Kindergarten Seeks to Accomplish". In this brief statement there is no mention of the spiritual development of the child. The whole child had been re-defined and the

importance that Froebelian philosophy placed on the inner spiritual life of the child had been erased from the minds of many kindergarten teachers. Of the five goals of the kindergarten, all related to the physical, social, and mental development of the child.

American Childhood. *The Kindergarten and First Grade Magazine* which replaced the *Kindergarten and First Grade* was re-titled *American Childhood* in 1926 and edited by Carolyn Sherwin Bailey. Many editorial notes appear in conjunction with the articles. The contents of the magazine are virtually the same as in previous volumes of the magazine under different titles and editors. The major change had to do with the expansion of the articles to include all of the primary grades. Lessons for K-3 appear throughout for handwriting, arithmetic, reading, and social studies, art education; most "lessons" were activity based and usually child-centered. Only the magazines printed until 1930 were the subject of this review; the magazine ceased publication in 1958.

Childhood Education. In 1924, May Murray and Mabel E. Osgood became editors of *Childhood Education*, the official journal of the International Kindergarten Union. Until this time, the IKU had disseminated news to its members through the early kindergarten periodicals and later there was an IKU department as a regular feature in *The Kindergarten Review, The Kindergarten and First Grade,* and *The Kindergarten and First Grade Magazine*.

The aim of *Childhood Education* appeared in the initial volume (Sept. 1924):

"The aim of Childhood Education will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children. It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children. Childhood Education will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

"Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical ideas by the every day kindergartner and primary teacher - are features that indicate the thoroughness and general attractiveness of the periodical. A music page and articles on music education will be prominent features. Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly".

The contents of the journal are professional and relate to issues in the kindergarten-primary grades, preschool, experimentation, activity curriculum.

The Early Kindergarten Periodicals and the Kindergarten Movement in the United States

The early kindergarten periodicals served an important function in the growth and

expansion of the kindergarten in the United States (Vandewalker, Ross, Osborn, Hewes). Within the pages of the periodicals reviewed one notes that a variety of functions were served by the publications including (a) the growth of public awareness; (b) the dissemination of Froebelian ideas; (c) public debate related to interpretations of Froebelian theory and practice; (d) disintegration of Froebelian theory and practice with the popularization of the kindergarten; (e) experimentation in the kindergarten; and (f) the "whole" child re-defined.

Growth of public awareness. The very early kindergarten periodicals that were published such as *The Kindergarten Messenger*, *The New Education*, and *The Kindergarten* appeared when the movement was largely unorganized.

Dissemination of Froebelian ideas. Translations of Froebel's writings and those of his trusted interpreters such as Baroness Marenholtz-Bulow were published for the first time for Americans. The early periodicals mentioned above from 1873-1890 presented Froebelian ideas in their pure form.

Public debate related to interpretations of Froebelian theory and practice. Within the pages of the volumes of bound periodicals, the differences of interpretation of Froebelian ideas were expressed. Hailmann's prophecy had been realized and as the kindergarten became a popular idea, the pure form of the Froebelian kindergarten was sacrificed. As more and more kindergartners were needed, training schools "sprung up" and many of the trainers did not possess the depth of understanding of theoretical underpinnings of the Froebelian kindergarten.

Disintegration of Froebelian theory and practice. Although *The Kindergarten Magazine* did present an integrated whole in respect to theory and practice, *The Kindergarten News* and its successor *Kindergarten Review* would promote the invention and innovation of kindergartners and applaud the practical methods while ignoring the important philosophical and theoretical issues.

Experimentation in the Kindergarten. By 1910, the Froebelians were outdated and the periodicals of the day were replete with articles describing experimentation and innovative uses of the gifts and occupations.

A new breed of kindergarten was being articulated within the professional journals of the kindergarten. As more and more children entered kindergarten, the issue of linking the kindergarten with the work of the primary grade teacher emerged as a central issue about which much discourse was supplied.

The "whole child" re-defined. As the Child Study movement gained significance and as the kindergarten had been established in many places as the initial school experience in public schools, the spiritual dimensions of the Froebelian kindergarten were forgotten. The "whole child" of the child-centered activity-based kindergarten and primary grades became a physical, social, and mental being. Whereas the spirit of the child had been discussed regularly during in the pages of *The Kindergarten*, there was no mention of the spiritual development of the child in the periodicals that succeeded Kindergarten News.

Application to Today's World: Some Thoughts

A review of early kindergarten periodicals affords ample food for thought. Several issues applicable to the contemporary educational scene rise to the surface.

Spiritual dimensions of the curriculum. The spirituality of the child was revered among Froebelians, but during the Child Study movement, the age of science and measurement called for a new definition of the child that denied the spiritual aspects. The spiritual dimension of the kindergarten was not emphasized as it had been with the Froebelians. "Although man's spiritual development had the highest priority in Froebel's pedagogy, he envisioned its cultivation in harmony with physical and intellectual growth" (Ross, 1976, p. 4).

Integration of theory and practice in teacher education. Another thought that emerged from the reading was the reaffirmation of the importance of the integration of theory and practice in the educational process of teachers. Hailmann and Peabody both referred to this point in their editorial comments. In order to be a reflective practitioner, a teacher must be cognizant of the ideas of educational theorists and philosophers.

Parents as teachers. In the early days of the kindergarten, advocates reached out to mothers and some like Lucy Wheelock were devoted to championing the importance of the link between home and school and the notion that a parent was the child's first teacher.

Early childhood education programs and schooling as a business. The dangers inherent in the commercialization of programs for young children were aptly described by Peabody and also by Hailmann. Today, the quality of some early childhood programs is forsaken in the name of profit making.

A List of Periodicals

*Kindergarten Messenger - New Series (1877)
Edited and published by Elizabeth Palmer Peabody: Cambridge, MASS

*The New Education: A Monthly Tract for Parents and Teachers(1877-1880)
Devoted to Kindergarten Culture and Educational Hygiene in Home and School
Edited by William N. Hailmann
Published by Hailmann & Doerflinger: Milwaukee, Wisconsin

*The Kindergarten Messenger and The New Education (1878-1880)
Edited by W.N. Hailmann
Published by Hailmann & Doerflinger: Milwaukee, Wisconsin until March 1, 1880 and then published by Doerflinger Book and Publishing Company.

*The Kindergarten for Parents and Teachers (1888-1891)
Edited by Cora L. Stockham and Emily A. Kellogg
Published by Alice B. Stockham & Co.: Chicago

*The Kindergarten Magazine for Parents and Teachers (1892)
Edited by Cora L. Stockham and Andrea Hofer
Published by Kindergarten Publishing Co.: Chicago

*The Kindergarten Magazine: Journal of the New Education (1892-1905)
Edited by Andrea Hofer and Amalie Hofer
Published by Woman's Temple: Chicago
Beginning in Feb. 1893 by Kindergarten Literature Co., Publishers of Woman's Temple: Chicago
Transferred in 1903 to Bertha Johnston & Minerva Jourdan

*Child Garden of Story, Song, and Play (1892-1902)
Edited by Andrea Hofer
Published by Kindergarten Literature Co.

*The Kindergarten Magazine and Pedagogical Digest (1906-1907)
Edited by E. Lyell Earle, Ph.D.
Published by the Kindergarten Magazine Co.: New York

*Kindergarten-Primary Magazine (1907-1933)

*Kindergarten Drawing School Monthly (1885)

*Kindergarten: A Monthly Paper Devoted to the Advancement of the New Education (1886-1895)

*Kindergarten News (1890-1987)
Edited by Mary J.B. Wylie and Louis H. Allen
Assisted by volunteer editors such as: Ada Marean Hughes, Amalie Hofer, Lucy Wheelock, Ada Scott Allen, Anna H. Littell, Constance Mackenzie, Mary E. McDowell, Olive E. Weston, Caroine T. Haven, Ella C. Elder, Louise Pollock, Josephine Jarvis
Published by Louis H. Allen: Buffalo, N.Y.

Note: 1893 - Beginning with Vol. 3 No. 7 (or perhaps no. 6?) The Kindergarten News was edited by Henry W. Blake and published by Milton Bradley Co.

*Kindergarten Review (1897-1915)
Edited by Emilie Poulsson and Laura E. Poulsson (1897-1904)
Published by Milton Bradley Co.: Springfield, MASS
Edited by May Murray assisted by Mabel E. Osgood (1905 - 1915)

*The Kindergarten and First Grade: A Magazine of Practical Help and Suggestion for Teachers of Kindergarten and First Primary Grade (1916-1924)
Edited by May Murray and Mabel E. Osgood
Published by Milton Bradley Company

*Kindergarten and First Grade Magazine (1924-1926)
Published by Milton Bradley Company

*American Childhood (1926-1958)
Edited by Carolyn Sherwin Bailey
Published by Milton Bradley Company

*Childhood Education (1924-)
(The Official Journal of the International Kindergarten Union)
Edited by May Murray with Mabel E. Osgood (volumes 1 and 2)
Edited by LuVerne Crabtree (volume 3)
Contributing Editors: Arnold Gesell, William H. Kilpatrick, William T. Root, Bird Baldwin, Lucy Wheelock, Patty Smith Hill, Nora Archibald Smith, Grace E. Storm, Nina C. Vandewalker, Julia Wade Abbot, Edna Dean Baker, Ella Victoria Dobbs, Alma L. Binzel, Katherine McLaughlin
Published by The Williams & Wilkins Company: Baltimore, MD

Kindergarten Messenger
1873-1875

[Kindergarten Messenger as a Department in the New England Journal of Education
1876]

Kindergarten Messenger - New Series
1877

The New Education
1877

The Kindergarten Messenger and The New Education
1878-1880?

The New Education ceased publication in 1893 and was edited by Mr. and Mrs. Hailmann.

American Kindergarten Magazine
1879

Kindergarten Drawing School Monthly
1885

Kindergarten: A Monthly Paper Devoted to the Advance-ment of the New Education
1886-1895

The Kindergarten for Parents and Teachers
1888-1891

Kindergarten Magazine
1892-1905

Child Garden of Story, Songs, and Play
1892-1902
(A supplement to Kindergarten Magazine).

Kindergarten Magazine and Pedagogical Digest
1906-1907

Kindergarten-Primary Magazine
1907-1933

Kindergarten News
1890-1897

Kindergarten Review
1897-1915

The Kindergarten and First Grade: A Magazine of Practical Help and Suggestion for Teachers of Kindergarten and First Primary Grade
1916-1924

Kindergarten and First Grade Magazine
1924-1926

American Childhood
1926-1958

Childhood Education
1924-Present

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